

**2019-2020 Perkins Reserve Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Texas Education Agency

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Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **ESC Region 13** CDN **227950** Vendor ID **174-15902208** ESC **13** DUNS **042979604**Address **5701 Springdale Road** City **Austin** ZIP **78723** Phone **5129195220**Primary Contact **Sally Partridge** Email **sally.partridge@esc13.txed.net** Phone **5129195220**Secondary Contact **Leticia Serna** Email **leticia.serna@esc13.txed.net** Phone **5129195236****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name **Dr. Rich Elsasser**Title **Executive Director**Email **rich.elsasser@esc13.txed.net**Phone **5129195301**

Signature

Date **2/28/2019**Grant Writer Name **Sally Partridge**

Signature

Date **2/28/2019**☒ Grant writer is an employee of the applicant organization.☐ Grant writer is **not** an employee of the applicant organization.RFA # **701-19-104** SAS # **424-20****2019-2020 Perkins Reserve Grant****701-19-104-089** of 15

Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

- The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into
- ☒ a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Despite a projected increased need for health service workers, only one rural LEA in ESC Region 13 (ESC 13) offers a health science pathway. Student options to investigate and develop skills in health careers are limited.	Our partnership will increase student access to academic and workplace skills in 6 LEAs with entry and exit points for varied college and career options. Four medical industry certifications (Medical Assistant, Phlebotomy, EKG, Pharm. Tech) will be offered in conjunction with dual credit options to create a reverse-mapped pathway based on health industry needs.
High costs of providing a health science lab with current equipment, finding a qualified instructor, and having enough students to 'make' a class limit the number of career pathways smaller LEAs can offer.	Six LEAs will access the Mobile Lab, a portable 1000 square foot classroom outfitted with current industry-approved medical equipment. A shared instructor will facilitate skill-based learning coupled with dual credit options. College and career attainment will not be limited by a student's place of residence.
Per OECD, Texas employers are unable to fill available health service positions with qualified workers. Students need to connect K-12 and postsecondary learning to marketable healthcare skills.	To prepare students to match their credentials to employer needs, our partnership will collaborate to design an effective work-based learning plan that incorporates classroom learning with opportunities to practice skills in local health care businesses through career exploration, shadowing and internships.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Improve alignment of the P-12 education pipeline and the THECB 60X30 plan to increase post-secondary attainment from 41% in 2015 to 60% in 2030 by:

Increasing the number of students earning College, Career, Military, Readiness (CCMR) credit in the Closing the Gaps Domain for Blanco ISD, Burnet CISD, Johnson City ISD, Marble Falls ISD, San Marcos CISD, and Wimberley ISD (as measured by AP TAPR participation and the PEIMS Dual Credit Indicator) will increase by 1000 from 2018 to 2020; CTE coherent sequence will increase from 4,763 students in the Fiscal Year 2018 Carl D. Perkins Final Amounts report to 5,000 students in 2020; and the number of students on track to obtain Industry Certification by 2022 will increase 20% from 2018 to 2020.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In addition to the 8 mandatory performance measures listed in the application: 1) MOU detailing the relationship between IHE, LEAs, businesses and industry partners is complete and includes reference to the collecting, sharing, and reviewing of student data to assess progress of students. 2) Crosswalk of secondary CTE course offerings aligned to postsecondary program developed by partners and the ability to complete a program of study communicated to students. 3) Number of students enrolled in the pathways program, registered for college credit hours, industry-based certification classes, or other advanced academic courses increases (from 2018) by a minimum 20% for each participating district. 4) Regular meetings between our network partners to discuss progress on meeting grant goals initiated. 5) Online and distance learning courses created with input from district educators, Angelo State professors, local education business leaders, and ESC 13 staff. 6) Mobile Lab pre-visits to set up functionality at each LEA are completed.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1) The eight mandatory performance metrics (listed in the application) are reviewed, discussed, and addressed as needed. 2) The number of students in each LEA participating in industry certification classes, health science pathway courses, Advanced Placement and dual credit opportunities has increased by a minimum of 20% for each participating district and attendance and retention rate for students participating in the above courses is at 90% or above. 3) Network partners have solicited work-based learning opportunities for every eligible participating student from local health care businesses. 4) Number of hours spent in mobile lab on skill development satisfy course requirements. 5) Student membership and participation in HOSA-Future Health Professional local chapters has increased by 20%. 6) First draft of sustainability plan.

Third-Quarter Benchmark

1) 8 mandatory performance metrics are reviewed, discussed, and addressed as needed. 2) Regular meetings between our network partners so that our coordinated health science pathway is reverse mapped from industry to postsecondary to K-12 learning opportunities so that marketable skills are attained by participating students. 3) The number of students in each LEA participating in industry certification classes, health science pathway courses, AP and dual credit opportunities has increased by a minimum of 20% for each participating district and attendance and retention rate for students participating in the above courses is at 90% or above. 4) Student internship placements are ongoing or scheduled for summer. 5) A minimum of 3 meetings between students, counselors, and college and career coach to discuss individual progress through the pathway coursework and to review, reflect, and adapt each student's immediate and three year plans.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Evaluating the Texas Region Pathways network will be conducted with a quasi-experimental design supported by the key principles of a developmental evaluation approach, such as understanding, context, supporting improvement and innovation, and close collaboration. To understand context, the intermediary, ESC 13, will engage in purposeful conversations and group discussions across stakeholders in LEAs, businesses, and IHE. The collaborating partners will meet regularly to review program evaluation data and to determine if any modifications to the initial design need to be made. Data collected around skill-development will be shared with the instructor to provide feedback on skill-based competencies that may need to be revisited. Adaptations to the coursework will be made accordingly. Guidance and suggestions provided by health care professional hosting students in work-based learning settings will also be incorporated into the daily instructional practices of the health science pathway. High school counselors will be included in discussions to increase student interest in the health science pathway. The Mobile Lab could also be used for career exploration activities to entice middle school students to consider the health pathway in high school. This would increase participation resulting in increased CTE funding for high schools wishing to sustain the program. These insights will be used to ensure context specific sustainability through improvements to systems for collaboration and mutual support for maintaining access to Health Science pathway opportunities post grant implementation. A quasi-experimental design using paired sample (pre-test/post-test) tests will examine each of the measures in our SMART goal from the baseline data in 2018 to the end of the grant in 2020. The project coordinator will be responsible for monitoring quarterly benchmarks and data. This benchmark data, such as number of students in each district participating in industry certification classes, health science pathway courses, Advanced Placement and dual credit opportunities will inform our progress toward the evaluative measures in our SMART goal. Trend line graphs with targets and goal lines specified and illustrated for each data point will be created for each district and for our inclusive Texas Region Pathways network. Each quarter progress toward the target goals will be quantified, measuring the trend line against the goal line. This data check will inform actions for the next quarter and the overall sustainability plan.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

The proposed partnership will benefit the western portion of the Rural Capital Workforce Commission region. Based on regional labor market data, the region employs 30 types of health science careers that require a bachelor's degree or less. On average, these professions have an entry level wage of \$37,000 and an experienced wage of \$53,401. The US Census Bureau projects on average a 23.14% increase in the employment of health service workers in this region alone necessitating that local school districts graduate more students with health service credentials and experience.

LEA Partners: Our six LEAs will collaborate to lead the implementation of the secondary components of career pathways through programs of study and college and career advising and counseling supports. The LEAs are in four adjacent counties and are aligned with regional labor markets. LEA information: Blanco Independent School District educated 965 students with 115 of those students being classified as a Career and Technology students. Johnson City Independent School District, the county seat of Blanco county and considered a rural district to the federal government, had 647 students for 2017 – 2018 school year. Thirty seven of those students were classified as Career and Technology students. Burnet Consolidated Independent School District educated almost 2,800 students with 270 of those students qualifying as a Career and Technology student. Marble Falls Independent School District had 4,134 students enrolled in the 2017 – 2018 school year. Almost 350 of those students were classified as Career and Technology students. San Marcos Consolidated Independent School District educated a little over 7,500 students during the 2017 – 2018 school year, with over 500 of those students being classified as a Career and Technology student. Wimberley Independent School District had a student population just under 2,200 for the 2017 – 2018 school year. Out of those students, 150 of them participated in Career and Technology classes.

IHE Partner: Angelo State University (ASU) will lead the implementation of the postsecondary components of the pathway and will collaborate with the districts to align programs of study and to create dual credit opportunities. ASU has a student population of 10,300 students with approximately 33% of the undergraduate enrollment classified as dual credit students. ASU is developing concentrations in Bachelors of Applied Arts and Sciences degree programs including health professions. Their involvement will allow high school students to begin a pathway towards a BAAS degree at ASU.

Business Partner: Baylor Scott and White (BSW), Hill Country Region will work with the districts and ASU to provide work-based learning opportunities so students will gain both technical and employability skills. BSW-Marble Falls is a 46-bed community-based, general hospital that employs both licensed and unlicensed health science workers. BSW is committed to the partnership to provide additional opportunities for students to receive real skill-based training, assisting health care businesses by developing talents in practicum courses and work-based learning activities while increasing the relationship between districts, colleges and universities and local businesses.

Business Partner: Kaduceus Inc., an educational company that offers Career and Technical Education CTE programs for high school students will work with our districts and ASU to identify and update in-demand knowledge, competencies, and credentials to develop the instructional materials to prepare students for success in the regional labor market.

Intermediary: ESC 13 will facilitate meetings between partners throughout the grant period. ESC 13 will house the dedicated personnel including the Project Coordinator and program support will work closely with districts to collect data on all performance measures for review and discussion at partner meetings. They will also be responsible for organizing the logistics of rotating the use of the Mobile Lab. Students will have access to the Lab for at least four-six weeks per semester. The intermediary will also provide a qualified teacher who will not only have content-area expertise, but will also be experienced in providing instruction via distance learning and online courses. ESC 13 will conduct initial visits to each district to scope out potential locations and technology options for the Lab. ESC 13 will maintain industry-approved medical equipment (including EKG machines, manikins, Phlebotomy chairs and arms, microscopes, IVs, and vital machines).

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

For our identified CTE program of study, students will enroll in: Principles of Health Science or Lifetime Nutrition and Wellness ~ Health Science Theory, Medical Terminology, Medical Microbiology, or Pathophysiology ~ Anatomy & Physiology, or Practicum in Health Science ~ Practicum in Health Science II, Career Preparation, or Project Based Research. Practicum classes offer participation in work based learning experiences at local health care clinics, skilled nursing facilities, pharmacies, or regional medical centers.

The Mobile Lab provides the following certification opportunities to the partner districts: Medical Assistant, Phlebotomy, EKG Tech., and Pharmacy Tech. Students who wish to pursue additional certifications or licenses could complete programs of study to become a Certified Nurse Assistant and/or Licensed Vocational Nurse.

Post-Secondary partnerships with our IHE, Angelo State University, offer the following degree paths designed to help students find their interests within the healthcare industry. Angelo State offers a Bachelor of Science Degree in Nursing. They also offer a Bachelor of Science Degree in Health Science Professions with the following two track options: Physical Therapy and Allied Health Professions Track or the Public Health Track. With this pathway in Health Science, students have options to earn credentials that lend themselves to building upon increased professional achievements and earnings spanning their lifetime allowing for multiple entry and exit points. By having the varied opportunities to earn stackable certifications, licenses, and degrees, students are able to pursue careers in one of the fastest growing occupation areas and earn a living wage after high school. ASU is also in the process of developing an Associate's degree for students interested in a career in the medical field.

The Mobile Lab will provide opportunities to partner LEAs (regardless of size of community) and strategically selected business partners with access to resources in order to enrich the student experience in the health science pathway. The Mobile Lab will enhance our larger school LEA partners by adding access to additional certifications, curriculum, instruction, and hands on lab experiences. The Mobile Lab will supplement our rural and smaller school LEAs with the availability and access to certifications, curriculum, instruction, and hands on lab experiences.

All participating LEAs would have an active and invested board to help support their health science pathways. The goal is to provide enriched curriculum and practicum experiences so students gain hands on proficiencies to apply knowledge and skills learned in the classroom and/or the Mobile Lab. This high school based career investigative opportunity would lend itself to the student being able to continue beyond the earned industry certification to a post-secondary pathway of study, such as LVN, RN, and BSN.

The primary purpose of the local board is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change. The board focuses on continuous improvement in the CTE Health Science Pathway and maximizing community resources to improve the relationships between businesses, community, and school districts. Member expertise in the board would be shared by reviewing curriculum, facilities, budget, student competencies and student placement in health science occupations.

Our partners will convene meetings to ensure quality programming and equity of access to the work-based learning student experiences and post-secondary health science pursuits. Stakeholders will include representatives from the ESC, LEA partners, IHE, and identified business partners. They will review formative program evaluation and suggest changes for improvement. They will be charged with creating a sustainability plan for each participating LEA and with a plan to offer guidance and support to each participating student as they transition into post high school careers and college enrollment.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

The courses listed below and marked with a * are opportunities for high school students to take as dual credit that lead to receiving approximately 15 semester credit hours.

In addition, our partner schools offer AP coursework that supports student interest in the medical field such as AP Chemistry, AP Biology, AP Psychology and AP Calculus A/B.

The variety of CTE courses offered allow students to explore multiple areas of careers in health science with various entry and exit points. Students who are interested in medical research have the option to enroll in World Health Research, Health Science Practicum or Career Preparation as an upperclassmen in high school. Students will have the opportunity to earn industry based certifications in Medical Assistant, EKG, Phlebotomy and Pharmacy Technician.

Academic supports at each high school will enable all students including special populations and underrepresented student groups to have equal access to mentioned programs.

The partnering institute, Angelo State University, will accept an Associates of Applied Science degree from a community college. The certificates offered through the mobile lab would lead to an Associate of Applied Science degree which in turn will lead to a BAAS degree.

The following college courses offered at Angelo State University in the health science professions programs as provided below include identified *dual credit opportunities for the partners. The following college courses prepare students for their bachelor's degree in health science professions.

First Year - Fall Courses: BIOL 1406 or 1407 (4 hours), ENGL 1301* (3 hours), HIST 1301* (3 hours), MATH 1314* (3 hours), GS 1181 (1 hour) TOTAL: 14 hours. Spring Courses: HSP 2320 (3 hours), HSP 2325 (3 hours), ENGL 1302* (3 hours), HIST 1302* (3 hours), PSY 2301* (3 hours) TOTAL: 15 hours

Second Year - Fall Courses: BIOL 2423 or HSP 2401 (4 hours), COMM 1315 (3 hours), Sophomore Lit* (3 hours), POLS 2305* (3 hours), PSY 2304 (3 hours) TOTAL: 16 Hours. Spring Courses: HSP 4315 (3 hours), BIOL 2424 or HSP 2402 (4 hours), POLS 2306 (3 hours), Creative Arts (3 hours), Elective - advanced (3 hours) TOTAL 16 hours

Third Year - Fall Courses: HSP 3420 (4 hours), HSP 4320 (3 hours) HSP 4337 or MATH 3321 (3 hours), CHEM 1411 (4 hours) TOTAL: 14 (hours). Spring Courses: HSP 4325 (3 hours), HSP 4330 (3 hours), HSP 4335 (3 hours), CHEM 1412 (4 hours), ENGL 3351 (3 hours) TOTAL: 16 hours

Fourth Year - Fall Courses: HSP 4340 (3 hours), HSP 4345 (3 hours), PHYS 1401 (4 hours), Elective (advanced 3 hours), Elective - advanced (3 hours) TOTAL: 16 hours. Spring Courses: HSP 4350 (3 hours), PHYS 1402 (4 hours), Elective - advanced (3 hours), Elective - advanced (3 hours) TOTAL: 13 hours

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

Throughout the year-long grant activities, participating LEAs, ASU, and local businesses will have worked through many logistics for sharing resources to support increased options for students.

Part of our collaboration time will be spent on designing creative ways to share resources to sustain the successful outcomes of the grant. Partners will be charged with creating a sustainability plan for each participating LEA and with a plan to offer guidance and support to each participating student as they transition into post high school careers and college enrollment. Agreements may be made around sharing ongoing costs for shared instructors, curriculum, mobile lab reservations and equipment updates. For example, LEAs could use enrollment data from the grant to determine a central location to house the Mobile Lab in future semesters allowing multiple districts to share the transportation and running costs. Smaller LEAs could negotiate to 'pool' interested students to 'make' a class and to share the costs of an instructor. The logistics of sharing a teacher using distance-learning, online courses, as well as face-to-face skill-based instruction will have been worked out during the initial grant period and could be adapted for sustainability moving forward. Successful accomplishment of performance measures over the course of the grant could be used to attract local business sponsors for continued implementation of a health science pathway or to extend into other career pathways that target high-demand industries in the region. LEAs may invite younger students to tour the Mobile Lab to encourage increased participation in future years thus increasing CTE funding based on enrollment.

Data collected during the year long grant program will be used to determine possible expansion of the Mobile Lab concept to include more LEAs in the ESC 13 region. Workforce data will be used to investigate additional pathway options that additional Mobile Labs could provide. The lessons learned may be used to design a process so that the network of the nineteen other ESCs across the state could implement a similar Mobile Lab resource in their regions based on the industry needs of their area. Video and additional information on Mobile Lab: <https://mobilelabs.esc13.net/>

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

This project will be housed in the Strategic Initiatives Division of ESC 13, which has the experience, organizational structure, and capacity to fulfill the requirements of the intermediary. A purpose of the Strategic Initiatives Division is to collaborate with TEA to develop, implement, facilitate, and evaluate programs and to provide the necessary leadership that promotes student achievement. The work specified within this application and the need for a rapid ramp up of design and implementation collaboration across multiple partners, requires the skills of a Project Coordinator and program support who have experience in managing projects of similar scope and nature. ESC 13 is well positioned to accomplish the grant objectives based on staff's past and present experience managing statewide technical assistance networks and historical knowledge of effective processes and systems already in place. ESC 13 has the capacity to easily adjust practices to better support the specific objectives and needs of this project. ESC 13 is committed to:

1. Convene and lead a regional pathways leadership group composed of representatives from all key partner organizations. ESC 13 will be responsible for strategic planning, including development of vision and goals for regional pathways.
2. Coordinate among LEAs, IHEs, and employers to broker and aggregate work-based learning opportunities. ESC 13 may also provide other needed supports for work-based learning, such as developing job descriptions or supporting the preparation of students for work-based learning.
3. Establish metrics for success in consultation with employers and schools, report publicly on progress, and hold participants accountable through an MOU or other formal agreement.
4. Lead planning for sustainability of regional pathways work.

The proposed ESC 13 intermediary team has extensive expertise in research, content creation and design, required reporting, and effective dissemination of innovative educational trainings and products. Experience managing a statewide network of quality advisors inclusive of recruiting, placement/replacement processes, professional development, technical assistance/coaching, and evaluation. Relationships with ESCs, districts, campuses, IHEs, state associations, national content experts, and vendors. Successful collaboration and coordination with numerous state/national agencies and entities.

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.
- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
 - If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- ☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- ☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Instructor(s)	\$110,000
Project Coordinator (50%)	\$50,000
Project Support (50%)	\$30,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Curriculum and career coaching	\$115,000
University Dual Credit Costs	\$30,000
Mobile Lab Transportation and Coordination	\$50,000

SUPPLIES AND MATERIALS (6300)

Industry Certification Test	\$20,000
Medical Equipment	\$85,000

OTHER OPERATING COSTS (6400)

Travel for partners	\$25,000
Travel for shared instructor	\$40,000
Travel for staff	\$14,219

CAPITAL OUTLAY (6600)

Medical equipment <\$5000	\$80,000

Total Direct Costs \$649,219

Indirect Costs \$50,781

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$700,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
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